



## Manchester Elementary

200 Clark Street  
Pinewood, SC 29125

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	522 Students	
<b>Principal</b>	Dr. Laura M. Brown	803-452-5454
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Good
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

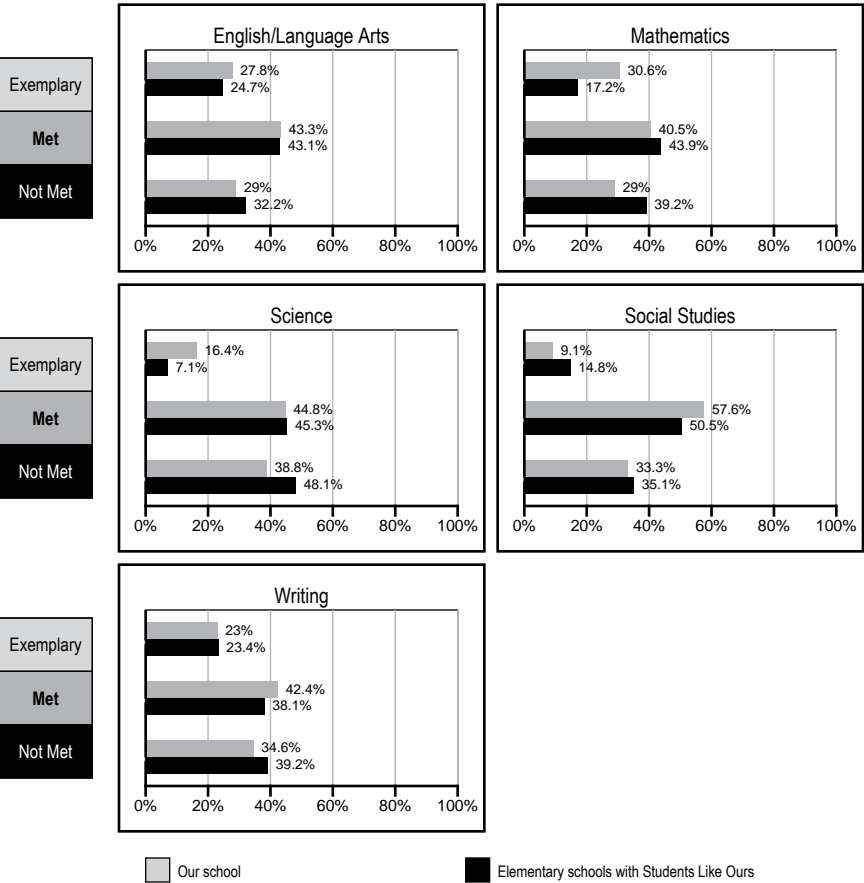
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	90	51	15

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=522)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.9%	2.3%	1.9%
Attendance rate	95.5%	Down from 95.9%	96.1%	96.3%
Eligible for gifted and talented	13.1%	Up from 7.0%	5.1%	10.0%
With disabilities other than speech	7.1%	Up from 5.8%	8.2%	7.7%
Older than usual for grade	0.5%	Down from 1.4%	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	46.9%	Down from 54.8%	57.1%	59.4%
Continuing contract teachers	71.9%	Down from 87.1%	73.9%	80.0%
Teachers with emergency or provisional certificates	3.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.9%	Down from 87.2%	83.9%	85.9%
Teacher attendance rate	95.0%	Down from 95.2%	95.1%	95.1%
Average teacher salary*	\$41,913	Down 2.1%	\$45,857	\$47,149
Professional development days/teacher	12.7 days	Up from 11.7 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.3 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 90.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 79.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Good	Excellent
Dollars spent per pupil**	\$6,558	Up 7.0%	\$8,292	\$7,458
Percent of expenditures for instruction**	64.1%	Up from 62.7%	68.4%	68.8%
Percent of expenditures for teacher salaries**	45.8%	Down from 60.4%	62.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

This has been an exciting year at Manchester Elementary. We have participated in many initiatives and have earned several recognitions. Most recently, Manchester was awarded the Palmetto Silver Award for student achievement. We also achieved Adequate Yearly Progress. We are able to accomplish these things because we are Manchester and Manchester Works!

Manchester works to have a school where students are prepared to learn and ready to meet the challenges of each day. We work to have a school where parents are actively involved and participate in their child's education by attending workshops and special events, and by encouraging school attendance, good homework habits, and excellent behavior. We work for a safe and supportive environment across the entire day—whether it is on the playground, on the bus, in the hallways, or in the cafeteria.

Manchester works by utilizing the services of a curriculum coordinator and a math coach. These specialists assist the administration in developing professional learning opportunities based on our population and needs. Opportunities have included Standards-Based Curriculum Delivery, Student Assistance, Technology-based Learning, Test Analysis, Fitness Initiatives, and Brain Research. Moreover, grade-level planning enhances professional collaboration and partnership.

Manchester works to foster good citizenship by contributing to and caring for the community. Service Learning and School to Work initiatives include My Community and Me, Shower Shaw with Cookies, Career Fair, and many Earth Day projects to beautify the environment and raise awareness. Our philanthropic effort has been mainly geared toward the American Cancer Society and the Sumter County Relay for Life, but we have also made significant donations to the Heart Association and Pennies for Patients.

We strive each day to show that Manchester Works! Thank you for working with us and for giving us the opportunity to serve your child.

Dr. Laura M. Brown, Principal  
Mrs. Miranda Sparks, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	89	40
Percent satisfied with learning environment	100.0%	72.4%	86.8%
Percent satisfied with social and physical environment	100.0%	65.5%	75.0%
Percent satisfied with school-home relations	90.3%	71.9%	85.0%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	276	100	29	43.3	27.8	84.1	81.4	82.8	Yes	Yes
--------------	-----	-----	----	------	------	------	------	------	-----	-----

### Gender

Male	144	100	28.6	41.3	30.2	84.1	77.6	79.3	N/A	N/A
------	-----	-----	------	------	------	------	------	------	-----	-----

Female	132	100	29.4	45.2	25.4	84.1	85.4	86.5	N/A	N/A
--------	-----	-----	------	------	------	------	------	------	-----	-----

### Racial/Ethnic Group

White	141	100	22.3	43.8	33.8	86.9	87.7	89.5	Yes	Yes
-------	-----	-----	------	------	------	------	------	------	-----	-----

African American	126	100	36.3	42.5	21.2	80.5	76.8	73.7	Yes	Yes
------------------	-----	-----	------	------	------	------	------	------	-----	-----

Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	------	------	-----	-----

Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.7	76.5	I/S	I/S
----------	---	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	82.5	I/S	I/S
-------------------------	---	-----	-----	-----	-----	-----	----	------	-----	-----

### Disability Status

Disabled	35	100	50	40	10	73.3	52.5	52	I/S	I/S
----------	----	-----	----	----	----	------	------	----	-----	-----

### Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
---------	-----	------	-----	-----	-----	-----	-----	------	-----	-----

### English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	------	------	-----	-----

### Socio-Economic Status

Subsided meals	228	100	32.5	42.2	25.2	81.1	78.4	75.5	Yes	Yes
----------------	-----	-----	------	------	------	------	------	------	-----	-----

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	276	100	29	40.5	30.6	80.6	76.1	78.9	Yes	Yes
--------------	-----	-----	----	------	------	------	------	------	-----	-----

### Gender

Male	144	100	31.7	31	37.3	78.6	73.7	77	N/A	N/A
------	-----	-----	------	----	------	------	------	----	-----	-----

Female	132	100	26.2	50	23.8	82.5	78.5	80.9	N/A	N/A
--------	-----	-----	------	----	------	------	------	------	-----	-----

### Racial/Ethnic Group

White	141	100	25.4	33.1	41.5	83.1	83.5	87.2	Yes	Yes
-------	-----	-----	------	------	------	------	------	------	-----	-----

African American	126	100	33.6	46.9	19.5	77.9	70.4	66.7	Yes	Yes
------------------	-----	-----	------	------	------	------	------	------	-----	-----

Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	------	----	-----	-----

Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.9	76	I/S	I/S
----------	---	-----	-----	-----	-----	-----	------	----	-----	-----

American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.8	79.5	I/S	I/S
-------------------------	---	-----	-----	-----	-----	-----	------	------	-----	-----

### Disability Status

Disabled	35	100	70	20	10	40	38.4	45.5	I/S	I/S
----------	----	-----	----	----	----	----	------	------	-----	-----

### Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
---------	-----	------	-----	-----	-----	-----	-----	------	-----	-----

### English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	------	------	-----	-----

### Socio-Economic Status

Subsided meals	228	100	31.1	43.2	25.7	78.2	71.9	70.2	Yes	Yes
----------------	-----	-----	------	------	------	------	------	------	-----	-----

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	182	100	38.8	44.8	16.4	61.2	62.8	67.5
<b>Gender</b>								
Male	95	100	35.8	42	22.2	64.2	63.5	67
Female	87	100	41.7	47.6	10.7	58.3	62.1	68
<b>Racial/Ethnic Group</b>								
White	96	100	28.4	46.6	25	71.6	75.7	79.5
African American	80	100	52.1	42.3	5.6	47.9	52.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	54.5	71.2
<b>Disability Status</b>								
Disabled	21	100	61.1	27.8	11.1	38.9	33.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	148	100	44.7	42.4	12.9	55.3	57.4	55.1

**Social Studies**

All Students	181	100	33.3	57.6	9.1	66.7	68.5	72.3
<b>Gender</b>								
Male	92	100	35.8	55.6	8.6	64.2	67.5	71.5
Female	89	100	31	59.5	9.5	69	69.5	73.2
<b>Racial/Ethnic Group</b>								
White	89	100	30.5	58.5	11	69.5	74.4	80.7
African American	86	100	37.7	54.5	7.8	62.3	63.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	23	100	N/AV	N/AV	N/AV	45	39.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	152	100	35.8	55.5	8.8	64.2	64.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	278	100	34.6	42.4	23	65.4	63.2	70.2	95.5	96
Gender										
Male	143	100	41.9	38.8	19.4	58.1	55.3	63.2	95.6	95.8
Female	135	100	27.3	46.1	26.6	72.7	71.6	77.5	95.5	96.1
Racial/Ethnic Group										
White	140	100	33.3	42.4	24.2	66.7	68.8	79.1	94.6	95.3
African American	129	100	35.3	44	20.7	64.7	58.6	57.6	96.5	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	79.4	86.2	97.6	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.2	62.6	94.8	95.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	56.3	68.7	97.1	95.7
Disability Status										
Disabled	34	100	73.3	23.3	3.3	26.7	21.1	26.1	95.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.4	61.2	94.7	95.9
Socio-Economic Status										
Subsidized meals	230	100	38.1	39.5	22.4	61.9	58.3	58.9	95.3	95.7

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	93	100	30.6	35.3	34.1	69.4
	4	87	100	33.3	41	25.6	66.7
	5	96	100	23.6	52.8	23.6	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	93	100	47.1	34.1	18.8	52.9
	4	87	100	17.9	44.9	37.2	82.1
	5	96	100	21.3	42.7	36	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	62.8	27.9	9.3	37.2
	4	87	100	30.8	50	19.2	69.2
	5	48	100	29.5	52.3	18.2	70.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	46	100	47.6	40.5	11.9	52.4
	4	87	100	29.5	65.4	5.1	70.5
	5	48	100	26.7	60	13.3	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	92	100	47.1	27.1	25.9	52.9
	4	89	100	31.3	46.3	22.5	68.8
	5	97	100	26.1	53.3	20.7	73.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample